

# Fact Sheet

**success for all**  
Every school Every child

## Success for All – Every School, Every Child

**Success for All – Every School, Every Child** is the Government's four-year plan of action to achieve a fully inclusive education system.

**Success for All** builds on the views of more than 2000 people from across the country who made submissions to the Government's *Review of Special Education*. **Success for All** is also underpinned by the Education Act, the United Nations Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy.

**Success for All** is a plan for everyone – the Ministry of Education, school boards and principals, classroom teachers, specialists, children and their families.

### THE VISION

New Zealand has a world-class education system. **Success for All** will make it even better by building on what is working well and improving what is not.

**Success for All** has a vision to create a fully inclusive education system of confident schools, confident children and confident parents.

#### CONFIDENT SCHOOLS

Inclusive schools and positive attitudes sit at the heart of **Success for All**.

Confident schools have well-trained teachers and knowledgeable boards and principals who welcome every child, regardless of that child's learning needs.

They are schools with staff who understand children learn at different rates, but with the right help and support, can and do progress.

At confident schools all teachers see children as learners, valuing each child's academic achievement, social and life skills and culture.

At confident schools, the leadership never questions why a child with special education needs should attend their school.

Confident schools make sure all the right services and support are in place and that the child and their family are ready to participate.

Confident schools have positive relationships with, and are supported by, specialist service providers and other agencies. The service provided is evidence based, practical and works in partnership with others.

#### CONFIDENT CHILDREN

Inclusive schools foster confident children.

Confident children feel welcomed and supported by their school and the people in it.

They are involved in the life of their school and enjoy interacting with and learning alongside their peers.

Confident children learn and succeed because of the training and commitment of their teachers. They receive the services and support they need because everyone expects they should.

#### CONFIDENT PARENTS

Confident parents feel no trepidation enrolling their child at their local school.

They never feel they have to go into battle for their child's right to a good quality education or the services they need.

Confident parents are well informed about the education system, know it is fair and are sure about what they can expect from it.

Confident parents know they are partners in their child's education. They are an important member of the multi-agency team that supports their child at school and at home.

Parents develop confidence in the system when it anticipates their child's needs and is flexible in its approach.

Confident parents know their issues and concerns will be taken seriously.

## KEY CHANGES

The Government has allocated an additional \$69 million over four years for special education initiatives. *Success for All* will achieve its vision through a package of key changes. Those changes build on and link with other improvements within the education system.

Some changes will take effect immediately. Others will take time to fully implement.

### A MORE INCLUSIVE EDUCATION SYSTEM

There will be better coordination between government agencies, and the Ministry of Education, the Office for Disability Issues and the disability community will work together on improving awareness of the challenges facing people with disabilities.

### ADDITIONAL SERVICES

This year the Ministry will start making it quicker and easier for children who are clearly eligible to receive services and support through the Ongoing and Reviewable Resourcing Scheme (ORRS) by improving its systems and processes.

From 2012 the approximately 600 children in the ORRS who are deaf, blind or have low vision will have the opportunity to receive more flexible specialist services and support.

From 2012 an additional 1000 children a year, aged 5 to 8, will receive specialist services from the Ministry of Education to make a successful transition from early childhood education to school.

By 2014 an additional 1100 children and young people with high and very high special education needs will receive services and support through ORRS.

### DELIVERING ON THE PLAN – ACCOUNTABILITY

This year the Government will set a performance target that all schools will demonstrate inclusive practice by 2014. Making it work will be the responsibility of everyone in the sector including the Ministry of Education, schools and other education agencies.

By 2014, National Standards will incorporate ways to assess, track and report on the learning and development of children and young people with special education needs.

### HIGHER QUALITY TEACHING

The Ministry of Education will continue to work with regular and special schools to build on the success of specialist teachers resourced through ORRS providing an itinerant specialist teacher service for ORRS-funded students in regular schools. This is a service that has been provided from some special schools and some regular schools to other schools in their communities.

### BETTER USE OF RESOURCES

The Ministry will move to better coordinate the funding and support to help young people with special education needs move from high school to work or tertiary training.

There will be changes to the management, governance, practice and accountability of the 780 Resource Teachers: Learning and Behaviour (RTLb) working across New Zealand. This will ensure a more seamless provision across communities of schools and deliver greater consistency of services.

The Ministry will also look at getting better value from what it spends on transport for children and young people with special education needs.

The Ministry will report further to Government on how other special education services and initiatives might be integrated and enhanced.

### MORE SUPPORT WHEN TIMES GET TOUGH

The Government will consider a proposal in July 2012 for the development of a new mediation and disputes resolution process for families and whānau needing more support from the education system when times get tough.

### BETTER COORDINATION AMONG AGENCIES

The Ministries of Education, Health and Social Development are working together to make access to services easier for families. They will consider how to streamline the eligibility, referral processes and services for children and young people, focusing on those with the highest special education needs first.

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## Further Information

For more detailed information on the changes resulting from the Review of Special Education:

call us on 0800 622 222

see the Questions and Answers on our website:

[www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx)

or email us at: [se.review@minedu.govt.nz](mailto:se.review@minedu.govt.nz)

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